

## Network News: Spotlight on Turkey

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### Introduction:

World Geography Class: High School 10<sup>th</sup> Grade Students will create a news broadcast to showcase different aspects of Turkey that they will research.

### Level:

World History or World Geography (High School)

### Objective:

The student will research a topic pertaining to Turkey and demonstrate their knowledge by preparing a 5 minute news broadcast.

### Connection to Standards:

Nevada Social Studies Standards Content Standard H4.0 - International Relationships & Power - Students understand the interaction and interdependence of nations around the world. Students understand the impact of economics, politics, religion, and culture on international relationships.

Nevada Social Studies Standards Content Standard G5.0 - The World in Spatial Terms: Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.

Nevada Social Studies Standards Content Standard G6.0 - Places & Regions - Students understand the physical and human features of places and use this information to define and study regions and their patterns of change

Nevada Social Studies Standards Content Standard G7.0 - Human Systems - Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.

### Time:

3 class periods (50 minutes) or 2 periods on block

### Materials:

1. Map of Turkey
2. Photos of Turkey
3. Video Camera
4. Computers/Internet

## Background Essay:

When many Americans think of Turkey, they think of unrest in The Middle East. They conjure up images in their mind of terrorism, suicide bombers and ISIS extremists. My travels to Turkey in the summer of 2015, made me realize that these are all unfortunate misconceptions. Turkey is a modern, vibrant, extremely hospitable country that looks towards the West for inspiration. It really is the crossroads of two worlds as Istanbul looks like any other European city until you see that the skylight is peppered with beautiful minarets, and suddenly you are awoken with a melodic Arabic chant as the call to prayer begins. You realize that this is a beautiful mosaic of western and eastern culture, woven together to make an exotic landscape of ancient mosques and contemporary apartment buildings. Turkey is the world's largest museum, everywhere there are remnants of Roman arches, medieval walls, Hellenistic temples, and crumbling Roman baths.

To inspire the students, you may want to show them the presentation I have created with photos of Turkey. Tell them that in their groups, they will be presenting a newscast of one aspect of Turkey.

Presentation available on youtube.com <https://www.youtube.com/watch?v=uEIMxTeGErg>

## Procedures:

1. **Brainstorm**: Introduction: What do you already know about Turkey? Discuss answers
2. **Inspire Students**: Show Overview of Turkey with photos Discuss basic points regarding Turkey's strategic position in the world as the crossroads of World Civilization

3. **Newscast**: Divide students into groups of three or four and assign each group a different topic to research for news cast
4. Inform students that they will create a 5 minute newscast that may be either prepared in advance and videotaped or presented live.
5. Group 1: Geography/Weather Report  
Group 2: Current Event/World Affairs  
Group 3: Sports & Recreation in Turkey  
Group 4: Turkish Arts and Culture  
Group 5: Feature Story: You can create as many of these as you need to accommodate the number of students in the class Topic ideas may include: Democracy in The Middle East, Turkish Cuisine, Role of Women in Modern Turkey, Turkey's application to European Union, UNESCO World Heritage Site in Turkey, Tourism, and Turkish Industry
6. Students use the Internet to research topic and prepare newscast
7. Students may video newscast in advance and show video or perform live for class

### **Assessment:**

The assessment is the newscast that the students produce. They are graded on content, participation, clarity and professionalism of delivery. See Rubric posted below:

## Assessment Rubric for News Cast Presentations

	<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Beginning</b>
<b>Organization</b>	Information presented in logical, interesting sequence	Information in logical sequence	Difficult to follow presentation-- student jumps around	Cannot understand presentation--no sequence of information
<b>Subject Knowledge</b>	Demonstrates full knowledge by answering all class questions with explanations and elaborations	At ease with expected answers to questions but does not elaborate	Uncomfortable with information and is able to answer only rudimentary questions	Does not have a grasp of the information. Cannot answer questions about subject
<b>Research</b>	Uses a variety of sources in reaching accurate conclusions	Uses a variety of sources in reaching conclusions	Presents only evidence that supports a preconceived point of view	Does not justify conclusions with research evidence
<b>Content</b>	Rich, highly developed news story	Content is present, but could have been expanded	Shallow content and information	Very little substance and information
<b>Oral Presentation</b> <b>Elocution/Eye Contact</b>	Maintains eye contact and pronounces all terms precisely. All audience members can hear	Maintains eye contact most of the time and pronounces most words correctly. Most audience members can hear presentation	Occasionally uses eye contact, mostly reading presentation, and incorrectly pronounces terms. Audience members have difficulty hearing	Reads with no eye contact and incorrectly pronounces terms. Speaks too quietly

### Sources:

Website: [kellyelder.net](http://kellyelder.net) (excellent source of photos on Turkey)

Wikipedia <https://en.wikipedia.org/wiki/Turkey>

Turkish Cultural Foundation Website [www.turkishculture.org](http://www.turkishculture.org)

Turkey: The World Fact bookS <https://www.cia.gov/library/.../tu.html>